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AUTHOR Adamsky, Richard A.; And Others
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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of the module is to help develop skill in assessing a product- or process-type teaching performance to stated criteria to assist teachers in becoming more effective in their daily school activities. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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ED192059

EVALUATE A PRODUCT OR PROCESS TYPE TEACHING PERFORMANCE

MODULE DEVELOPMENT STAFF

Richard A. Adamsky, Project Director
Thomas J. Walker, Specialist
Edward P. Kahler, Specialist
Arthur D. Jenkins, Specialist
Frank Stablein, Specialist

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Contract 94-8011 (1977-1978)
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FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

Appraising performance is a task each of us performs, rather routinely, each day. In some cases we appraise the performance of another person. At other times we appraise our own performance. Standing back and reflecting on how well you mowed the lawn is a form of self-appraisal. While pondering the unsafe driving habits of the driver of the car in front of you, you are appraising the performance of another.

In education we have come to think of assessing teaching performance in a much more formal way. This formal thinking has given rise to the term "teacher evaluation." Teacher evaluation is often thought of as an all-encompassing assessment of a teacher's performance. Whereas, in competency-based teacher education, assessing, or evaluating, a teaching performance is directed at specific teaching skills.

This module is designed to give you experiences which will develop your skill in assessing a teaching performance. By providing these skill assessment services to vocational educators, you will be assisting teachers to become more effective in their daily school activities.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual school situation, evaluate a product or process type teaching performance to the stated criteria. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form., p. 54 (Learning Experience V).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for evaluating teaching performance (Learning Experience I).
2. Given case studies of two Resource Persons evaluating the performance of two teachers, critique the performance of each Resource Person (Learning Experience II).
3. Given a video-taped teaching performance and the appropriate assessment forms, evaluate a teaching performance in a simulated situation (Learning Experience III).
4. Given a product type teaching performance and the appropriate assessment forms, evaluate a teaching performance in a simulated situation (Learning Experience IV).

Prerequisites:

To complete this module you must be a competent Master Teacher. If you are not already an identified Master Teacher, meet with your Resource Person to determine what method(s) you will use to gain the needed skills.

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, (2) to locate additional references, and (3) to get assistance in setting up activities with peers, if necessary. Your Resource Person may also be contacted if you have any difficulty with directions, or in assessing your progress.

Learning Experience I

(Optional)

1. Hamilton, J.B. and Huang, N.W. "Assessment of Teacher Performance," In Resource Person Guide to Using Performance-Based Teacher Education Materials. The Ohio State University, The Center for Vocational Education, 1975, pp. 31-33.

Learning Experience II

(Optional)

1. Module "Write a Lesson Plan"

Learning Experience III

(Required)

1. One to three peers to assess your performance in evaluating a teaching performance
2. A sample video-taped teaching performance and the appropriate assessment forms
3. Video-tape play-back equipment

(Optional)

1. Additional video-taped teaching performances and the appropriate assessment forms

Learning Experience IV

(Required)

1. One to three peers to assess your performance in evaluating a teaching performance

(Optional)

1. Additional product type teaching performances and the appropriate assessment forms

Learning Experience V

(Required)

1. An actual school situation in which you can evaluate a teaching performance
2. A Resource Person to assess your competency in evaluating a teaching performance

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate knowledge of the rationale and procedures for evaluating teaching performance.

Activity You will be reading the information sheet, Evaluating Teaching Performance, pp. 7-10.

Optional Activity You may wish to read the optional references for this Learning Experience, p. 4.

Activity You will be demonstrating your knowledge of the rationale and procedures for evaluating teaching performance by completing the Self-Check, p. 11.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, p. 12.

Activity For information regarding the rationale and procedures for evaluating teaching performance, read the following information sheet.

EVALUATING TEACHING PERFORMANCE

Quality education does not come about strictly by accident. Modern buildings, fine equipment, exciting instructional tools and materials and bold innovative programs, although helpful, do not guarantee the attainment of quality education. The key to quality lies in able teachers and effective instruction.

Masterful teaching does not just happen. It results through careful planning, conscientious execution, and thoughtful reflection. Some, but not all, of the ingredients of successful teaching are; an intelligent, well-prepared, insightful teacher; a clear understanding of the teaching assignment; familiarity with the criteria by which success or failure will be judged; awareness that teaching performance will be evaluated and assurance that the results of evaluation will be made known and explained.

Teaching performance that is carefully and consistently evaluated is likely to be more effective than teaching performance left to its own devices. However, the mere mention of the word evaluation strikes fear in the hearts of many educators. Part of this anxiety is provoked because the purpose of evaluation is not made clear. Complications arise when evaluation becomes primarily an inspectoral process for the purpose of rating the teacher. It must be emphatically stated that, in a competency-based teacher education program, the sole purpose of evaluation is the

improvement of teaching performance. The Resource Person has no responsibility for, and should not provide information on a teacher's performance for, teacher rating or similar administrative purposes.

Another factor that can provoke anxiety is uncertainty as to whether it is the teacher or his/her teaching performance that is to be the focal point of evaluation. In a competency-based teacher education program, it is clear that the Resource Person's responsibility is to focus strictly on the teaching performance. This approach calls for the identification and clarification of definitions and agreements at the outset. Each module has an assessment form and performance criteria specific to a particular teaching skill. This assessment form becomes the standard by which successful performance is determined.

How many times have you heard references to "the art of teaching" or "the teaching art." This approach to teaching/evaluation produces anxiety due to its attempt to focus on too much at one time. Recent research has given rise to an approach that depicts teaching as being comprised of various types of activity, such as explaining, questioning, demonstrating, and so on. This more recent approach provides the opportunity for teachers and evaluators to isolate the behaviors involved in teaching and make these individual teaching skills the focus of training. Subjectivity is reduced and objectivity becomes the keyword in skill assessment. In vocational teacher education, these skills have been identified through research, and later, systematically synthesized. This synthesis has provided for the grouping of selected teaching skills and the identification of specific module titles.

Subjectivity must be kept to a minimum and greatest emphasis must be placed upon the actual performance of the teacher. This is accomplished

in a competency-based teacher education program by developing criterion-referenced measures specific to the teaching skill. A criterion-referenced measure is constructed to sample tasks from a well-defined domain of performance and provide the learner with feedback on each component task or element of performance.

The use of criterion-referenced measures is not entirely new to vocational educators. Traditionally, vocational educators have constructed and used such measures. It doesn't seem practical to report to the prospective employer of a welding shop student that the individual being considered for employment is a B+ welding student. The B+ does not convey to the employer the kinds of welding skills nor the level of mastery of each skill the student possesses. Providing the employer with a list of the welding skills, and the level of mastery, the individual student has achieved is more meaningful to the employer. Likewise, to report that an individual has achieved a B+ level in teaching performance provides little meaningful information for the prospective employer or for the teacher/learner.

The evaluation of teaching performance is not a responsibility borne solely by the Resource Person. Teachers play a significant role in their own development through self-evaluation. At predetermined times, the teacher conducts a self-evaluation of his/her performance on a particular teaching skill. By and large, the teacher is in a strategic and enviable position to know what has, and has not, worked well. He/she is in a position to assess the reasons for success, as well as, the probable causes of less than successful performance.

The process of self-evaluation is not always as easy as it might seem at first glance. Self-evaluation should be accomplished within the framework of the module criteria. In other words, the teacher performs a predetermined teaching skill and later reviews his/her performance in regard to meeting each of the criteria established in the module. Thoughtful self-evaluation is a process whereby the teacher is provided the opportunity to look at himself/herself; determine how well he/she has done at meeting specific criteria and decide what he/she can do to improve teaching performance. Experience shows that teachers who have developed a regular pattern of self-evaluation are more likely to continue their personal professional development after outside requirements for evaluation have been removed.

The following steps are recommended for the Resource Person evaluating a teacher's/student's performance in a competency-based teacher education program:

- Secure the evidence of the performance from the teacher/student (i.e., the product or the video tape.)
- Locate a quiet, private place for the review of the teaching performance.
- Review the module that presents the teaching skill to be evaluated; especially the assessment criteria.
- Examine the teaching performance in reference to each assessment criterion.
- Record, in writing, the evaluation of the teaching performance in reference to each assessment criterion.
- Determine the level of performance of each criterion.
- Decide whether the teaching performance met the minimum level of performance established in the module.

Activity The following items check your comprehension of the material in the information sheet, Evaluating Teaching Performance, pp. 7-10. Each of the five items requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. Why should educators evaluate teaching performance?

2. Describe two conditions which could arouse anxiety over teacher evaluation.

3. Discuss the method used, in competency-based teacher education, to reduce subjectivity in evaluating a teaching performance.

4. Compare and/or contrast norm-referenced measurement with criterion-referenced measurement.

5. List the seven recommended steps for evaluating a teaching performance.

Feedback Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWER

1. Every educator should be interested in quality education. Quality education requires effective teaching. To determine the effectiveness of teaching, and/or to improve teaching to increase effectiveness, evaluation of teaching performance is necessary.

2. Anxiety over teacher evaluation is aroused when the teacher is not acquainted with purposes of the evaluation. The improvement of the teaching/learning process should be the only purpose for evaluating teaching performance. Another anxiety provoking factor is the uncertainty whether the teacher's personality or the teaching performance is to be evaluated.

3. Subjectivity is reduced in a competency-based teacher education program through the use of criterion-referenced assessment instruments. These assessment instruments are comprised of measurement criterion which call for the assessment of observable behaviors. The evaluator focuses on specific observable behaviors and, therefore, does not rely on subjective judgments.

4. A norm-referenced assessment measurement compares an individual's performance with the performance of a reference group. The results are easily interpreted in terms of the individual's performance compared to the total group's performance. A criterion-referenced assessment measurement compares an individual's performance to specific performance criterion. An individual's performance is easily interpreted in terms of performance standards.

5. You may refer directly to the information sheet, Evaluating Teaching Performance, pp. 7-10, for these steps.

LEVEL OF PERFORMANCE

Your completed Self-Check should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Teaching Performance, pp. 7-10, or check with your Resource Person if necessary.

LEARNING EXPERIENCE II

Enabling Objective Given case studies of two Resource Persons evaluating the performance of two teachers, critique the performance of each Resource Person.

Activity You will be reading the Case Study, pp. 14-15, and writing a critique of the performance of the Resource Person described.

Optional Activity You may find it advisable to review the module, Develop a Lesson Plan.

Feedback You will be evaluating your competency in critiquing the Resource Person's performance by comparing your completed critique with the Model Critique, pp. 16-17.

Activity You will be reading the Case Study, p. 17, and reviewing the Resource Person's evaluation of a teaching performance, pp. 18-24. You will be assessing the Resource Person's performance using the Resource Person Assessment Form, p. 25.

Feedback Your will be evaluating your competency in assessing the performance of a Resource Person by comparing your written response to the Model Response, pp. 26-27.

Optional Activity You may wish to continue your skill development by arranging, with your Resource Person, a time for you to observe him/her evaluating a teaching performance.

Activity The following Case Study describes how a Resource Person evaluated the teaching performance of an intern teacher. The Case Study is followed by a question relative to the Resource Person's performance. Read the Case Study, and critique it in writing using the question as a guide.

CASE STUDY

Mark Jones, a Resource Person, visited one of his intern teachers. During the visit Mark was given a video tape prepared by the intern teacher. The teacher informed Mark that she prepared the tape during one of her classes the previous week. She specifically addressed herself to the use of Oral Questioning Techniques. She has performed a self-evaluation in reference to the module criteria and now would like Mark to review her performance. Mark accepted the video tape complete with a copy of the lesson plan, informed the teacher that he would take it to the Teacher Resource Center for reviewing, and made arrangements to meet with her during her lunch period later that day.

Having arrived at the Teacher Resource Center, Mark secured the necessary equipment and a copy of the module, Employ Oral Questioning Techniques. Although Mark was familiar with the module criteria, he took time to review the module assessment form and each performance criterion before reviewing the video tape. Following a review of the video taped teaching performance, Mark proceeded to complete a copy of the module assessment form. While in the process of completing the assessment form, Mark could not clearly remember whether a particular criterion had been

met during the teacher's performance. Following a second review of the video tape, Mark could respond to the criterion in question and completed his written assessment of the teacher's performance.

How effective is Mark's performance?

For this case, address yourself only to the process of evaluation.

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

Model Critique

Mark appears to have a good grasp of the procedures for evaluating a teaching performance. It is always a good idea to find a private, quiet room to review each teaching performance. This private, quiet setting guarantees that others will not be in a position to gain access to information regarding the teacher's performance. In addition, the Resource Person will have the opportunity to develop his thoughts without interruption.

Although Mark has been working with the module in question, he took time to review the assessment form criteria. This is an excellent practice. The Resource Person is asked to deal with a great number of different modules and even a greater number of different criteria. Just a few minutes, spent in reviewing the module criteria, will provide a clear picture of the necessary teacher performance.

It is not always possible to determine whether every criterion was met with just one review of the teaching performance. When Mark found that he was not sure of a particular point, he again reviewed the video tape. This practice is recommended for this purpose. At times it may be necessary to review the teaching performance several times to gain clarity.

It is important to record, in writing, your assessment of each teaching performance. This written documentation assures that you will not

forget a particular point when you prepare for the follow-up conference. Mark took time to complete his written module assessment form. We must assume that he completed the total assessment form, including the level of performance.

Activity

The following Case Study describes how a Resource Person evaluated the performance of an intern teacher. On pp. 18-19 is that teaching performance--a Lesson Plan. The Lesson Plan is followed by the appropriate module assessment forms completed by the Resource Person. Review the Lesson Plan and the Resource Person's evaluation of the Lesson Plan. Critique, in writing, the Resource Person's evaluation of the Lesson Plan. You may find it advisable to review the module, Develop a Lesson Plan.

Case Study II

Henry Hendricks, a Resource Person, visited one of his intern teachers. During this visit, the teacher gave Henry a lesson plan he developed in an attempt to satisfy the module, Develop a Lesson Plan. Before leaving the classroom, Henry made arrangements to meet, after school, with the teacher to discuss the lesson plan.

Later, in the Teacher Resource Center, Henry reviewed the lesson plan. The lesson plan and the assessment form that follow represent Henry's evaluation.

SAMPLE LESSON PLAN

Class: 5th Period

Level: 10th Grade

Date: January 8, 1972

Teacher: Mr. Nelson

Lesson Objective: To acquaint the learner with the techniques for developing an acceptable resume.

Technique: Lecture

Content Outline:

I. Basic Information

A. Define a resume

A resume or personal data sheet is a summary or abbreviated account of a person's career and qualifications typically used when applying for a position.

B. Indicate why a resume is important

Since an employer may grant personal interviews to the best qualified applicants, a well-written resume may be your only opportunity to secure employment. The resume must convey to the prospective employer that you have abilities that meet his firm's needs.

II. Resume Content

A. Personal information

1. name
2. address
3. telephone number

4. education
5. age
6. weight
7. height
8. health
9. marital status

B. Subjects studied relating to desired employment

C. Student activities

D. Special skills

E. Work experience

F. References

Summary: Question and Answer

Key Questions: What is a resume?
Why is a resume important?
What six items must be contained in a resume?
Why?

Homework Assignment:

Have students develop their own resumes.

Evaluation:

Teacher will judge if resumes contain appropriate information.

Resources: None

Following is Henry's completed assessment of the lesson plan.

Directions: Rate the teacher's level of performance on each of the following performance components involved in preparing a lesson plan. Indicate the level of the teacher's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was inapplicable, or impossible to execute, place an X in the N/A column instead.

TEACHER PERFORMANCE ASSESSMENT FORM

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
I. Overall Plan						
A. The teacher included in the plan:						
1. performance objective(s).....			X			
2. introduction.....					X	
3. methods, techniques and learning experiences.....				X		
4. content.....					X	
5. resources and materials.....					X	
6. summary.....					X	
7. evaluation.....					X	
8. provisions for individualization.....?						
9. indication of the time each activity will take to complete....		X				
10. space for note.....				X		
11. space for announcments.....				X		

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
B. The plan:						
1. is written in a clear and understandable manner.....			X			
2. allows for flexibility.....				X		
3. is practical (can be carried out in a real school situation.....						X
4. is geared to the level of the students for which it was prepared.....						X
II. Lesson Approach						
A. With respect to the objective(s):						
1. they are stated in terms of student behavior.....		X				
2. the conditions for performance are specificed.....		X				
3. the criterion for measuring performance is specified.....		X				
4. the lesson objectives are based on unit objectives.....?						
5. the lesson objectives are planned with student input.....?						
6. each statement contains only one objective.....						X
7. each statement is clear, concise and easily understood.....				X		
B. With respect to the introduction:						
1. students are oriented to:						
a. the lesson objectives.....		X				

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
4. selection was influenced by available resources and facilities, both in-class and on-the-job.....			X			
5. selection was based on student needs and interests.....						
6. selection was based on requirements for employment.....					X	
7. supportive or illustrative audio or visual aids are included.....		X				
B. With respect to content:						
1. the content provided is consistent with the technique or method selected (i.e., if technique is "discussion," content would be a list of "key questions" or "key points to be covered.....					X	
2. the content is sufficiently detailed.....					X	
3. the content includes information necessary for the achievement of the stated objectives....					X	
4. supportive or illustrative audio or visual aids are included.....		X				
C. With respect to resources and materials:						
1. necessary tools, equipment, supplies, supplementary material, and media, etc. are listed in the plan.....		X				

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
b. how the objectives relate to them.....					X	
c. how the objectives relate to past classroom experience.....		X				
d. how the objectives can be accomplished.....		X				
e. what is expected of the students during the lesson..		X				
2. motivational devices are included.....				X		
3. attention-getting devices are included.....			X			
4. provision is made for student involvement.....			X			
5. supportive or illustrative audio or visual aids are included.....		X				
III. Lesson Development						
A. With respect to methods, techniques and learning experiences:						
1. each of these was selected on the basis of the lesson objectives, and the type of performance they specified.....			X			
2. as far as one can tell from a written plan, these methods, etc. will lead to the achievement of the stated objectives....			X			
3. students are provided with opportunities to apply what they learned.....			X			

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
IV. Lesson Summary						
A. With respect to the summary:						
1. provision is made for restating objectives, pulling loose ends together, drawing conclusions, evolving generalizations, and/or reiterating major contents.....					X	
2. provision is made for student involvement.....						X
3. supportive or illustrative audio or visual aids are included.....			X			
B. With respect to evaluation:						
1. evaluative methods were selected on the basis of the stated performance objectives and the type of performance they specified....			X			
2. the evaluative criteria were planned and selected cooperatively with students.....?						
3. evaluative criteria are based on attributes and performance necessary for entry-level employment.....?						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.

How effective is Henry's performance? For this case address yourself only to the quality of the final assessment of the lesson plan. You may use the Resource Person's Assessment Form below as a guide. However, briefly explain your answer below.

RESOURCE PERSONS ASSESSMENT FORM

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
When evaluating teaching performance by the stated criteria, the Resource Person:						
1. Reviewed the performance criteria.....						
2. Applied each criterion to the product being assessed.....						
3. Determined if criterion was met at the level stipulated.....						
4. Recorded assessment results.....						

Briefly explain your evaluation. . . .

Feedback

Compare your completed Resource Persons Assessment Form and your written critique with the Model Response that follows. Your response need not exactly duplicate the Model Response; however, you should have covered the same major points.

MODEL RESPONSE

RESOURCE PERSONS ASSESSMENT FORM

When evaluating teaching performance by the stated criteria, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Reviewed the performance criteria.....					X	
2. Applied each criterion to the product being assessed.....						X
3. Determined if criterion was met at level stipulated.....						X
4. Recorded assessment results.....					X	

Briefly explain your evaluation. . . .

Item 1 Although it is a good idea to review the module performance criteria before attempting to evaluate every teacher's/student's performance, over time this practice becomes redundant. Some modules are common to the programs of most teachers/students. The Resource Person, in the course of his/her daily activities, is required to review the same teaching skill on numerous different occasions. The Resource Person becomes very familiar with the performance criteria and, therefore, an overt review is not necessary.

Item 2 Since successful performance is determined by successfully meeting every criterion, it is imperative that the Resource Person apply every criterion to the product/process being assessed. It is recognized that it is not always possible to determine whether every criterion has been achieved strictly from a review of the product/process in question. At times it is necessary to discuss, with the teacher/student, the performance assessment item in question. Henry chose to indicate these "questionable" criteria by using a (?) question mark.

Item 3 Experience has shown that establishing rater reliability for the level of performance of each criterion has caused great difficulty for experienced Resource Persons. Although agreement can be reached regarding the presence or absence of a particular performance element, opinions on the level of performance are very disparate. It is recommended that the Resource Person concentrate his attention on determining the presence or absence of a specific behavior and use his opinion, of the level of performance, as a discussion-starter at the later conference.

Item 4 Recording the comments (for each criteria that should be discussed) is an excellent management technique. The Resource Person is required to evaluate many teaching performances in a routine day. Recording, in writing, the assessment results assures that each performance criterion has been considered and that no discussion point will be overlooked at a future conference.

LEVEL OF PERFORMANCE

Your completed critique of each Case Study should have covered the same major points as the Model Responses. If you missed some points or have questions about any additional points you made, review the material

in the information sheet, Evaluating Teaching Performance, pp. 7-10, or check with your Resource Person.

Optional Activity ⇨ You may wish to continue your skill development by arranging, with your Resource Person, a time for you to observe him/her evaluating a teaching performance.

LEARNING EXPERIENCE III

Enabling Objective Given a video taped teaching performance and the appropriate assessment forms, evaluate a teaching performance in a simulated situation.

Activity You will be gathering together one to three of your peers to assess your performance at evaluating a teaching performance.

Activity You will be reviewing a video tape supplied by your Resource Person and completing the appropriate assessment form.

Feedback Your peer(s) will be assessing your competency in evaluating a teaching performance by completing the Resource Person Assessment Form, p. 30.

Optional Activity You may wish to have your Resource Person provide you with additional tapes and assessment forms for your continued skill development.

Activity Schedule a time with one to three of your peers for your simulated experience. Provide each peer with a copy of the Resource Persons Assessment Form below.

RESOURCE PERSONS ASSESSMENT FORM

When evaluating teaching performance by the stated criteria, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Reviewed the performance criteria.....						
2. Applied each criterion to the process being assessed.....						
3. Determined if criterion was met at the level stipulated.....						
4. Recorded assessment results.....						

Activity With your peer(s) observing your performance, evaluate the video taped teaching performance supplied by your Resource Person, completing the appropriate assessment form.

Feedback Review the assessment of your performance as indicated by your peer(s) on the Resource Person Assessment Form(s) which you provided.

LEVEL OF PERFORMANCE

All items must receive N/A, Good, or Excellent responses. If any item receives a None, Poor, or Fair response, you will be required to repeat the learning experience.

Optional Activity You may wish to have your Resource Person provide you with additional tapes and assessment forms for your continued skill development.

LEARNING EXPERIENCE IV

Enabling Objective

Given a product type teaching performance and the appropriate assessment forms, evaluate a teaching performance in a simulated situation.

Activity

You will be gathering together one to three of your peers to assess your performance at evaluating a teaching performance.

Activity

You will be reviewing the product type teaching performance, pp. 34-49, and completing the appropriate assessment form, pp. 50-51.

Feedback

Your peer(s) will be assessing your competency in evaluating a teaching performance by completing the Resource Persons Assessment Form, p. 33.

Optional Activity

You may wish to have your Resource Person provide you additional products and assessment forms for your continued skill development.

Activity Schedule a time with one to three of your peers for your simulated experience of evaluating a teaching performance-product. Provide each peer with a copy of the Resource Persons Assessment Form below.

RESOURCE PERSONS ASSESSMENT FORM

When evaluating teaching performance by the stated criteria, the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Reviewed the performance criteria.....						
2. Applied each criterion to the product being assessed.....						
3. Determined if criterion was met at the level stipulated.....						
4. Recorded assessment results.....						

Activity With your peer(s) observing your performance, evaluate the teaching performance product, pp. 34-49, utilizing the assessment forms, pp. 50-51.

ORGANIZE AN OCCUPATIONAL ADVISORY COMMITTEE

MEMO

TO:

FROM:

RE: Re-organization of Craft Committee

The Health Assistant Craft Committee is in need of re-organization due to the transfer of one member, and the need for additional representation from the southern part of the county.

Attached please find a review of statements of rationale, purposes and organizational procedures of the Health Assistant Craft Committee.

I would appreciate your recognition and approval of this request to proceed with re-organization, and would like this matter further submitted to the Joint Committee for their approval.

Report of Interview with

Vocational Technical School on March 13, 1978.

The Director's response to the question on procedures to be followed in submitting a request to the school board, was that the chain of command should be followed. That is, first submit the request to him, and he will forward it to the Joint Committee.

Craft Committees are required by law in this state, and the activity of each Craft Committee is watched within the school. Each shop must hold a Craft Committee meeting twice each year. See Appendix A. The Health Assistant Craft Committee was originally set up by Mrs. D. Ellis in 1967. There is one original member of that committee still attending meetings.

As well as Craft Advisory Committees, theirs is a General Advisory Committee which is made up of approximately twenty business and professional members of the communities which send students to this school. They meet twice a year and provide guidance to the school administration.

The Professional Advisory Committee is made up of the building principals (Directors) of the eight sending school districts. They meet monthly and make decisions on matters affecting the school policy, and attempt to come to mutual agreement on matters of discipline, attendance, and other weighty topics affecting the students.

The Director gave his permission for re-organization of the Health Assistant Craft Committee.

CRAFT ADVISORY COMMITTEES: RATIONALE

The need for craft advisory committees lies in the fact that education of the young for occupational pursuits is a cooperative undertaking shared by the school and the community. In order to carry out its share of the burden, the school needs to know what the community needs and wants, and before the school can be supported by the community, it needs to know what the school is doing.

There must be a two way system of communication to maintain good working relationships and create a school which is realistically serving the needs of the community.

Craft advisory committees will serve that need because they are a link with the community, and are representatives who speak for the community and carry the message back.

Because the real purpose of vocational technical education is to prepare students for useful and gainful employment, it is necessary that vocational education work closely with those groups providing employment in the community. It is necessary that the members of the educational staff know what jobs are available and how many should be trained for each occupation, and that the training in the school is in keeping with current business, service, and industrial practices. There needs to be a constant exchange of information in order to keep the programs of vocational technical education realistic, and to satisfy changing needs in the community.

THE HEALTH ASSISTANT CRAFT COMMITTEE STATEMENT OF PURPOSE

General Purpose.

The Health Assistant Craft Committee will counsel and advise the instructor in this program with respect to program operations, the development of a program which will meet the needs of the community, and will foster a closer link between the school and the home, and areas of the health field within the community.

The Health Assistant Craft Committee acts in an advisory and counseling capacity only, and does not usurp the authority which is vested in the school board, known as the Joint Committee.

Specific Purposes.

The Health Assistant Craft Committee will assist in establishing goals and will devise methods for achieving those goals.

This committee will aid in determining and interpreting the specific needs of business and industry.

This committee will define the skills and related information to be taught in order to meet the needs of business and industry.

This committee will advise the instructor in the latest technological advances required by the health field.

This committee will evaluate course content.

This committee will evaluate curriculum and instructional methods.

This committee will make recommendations for layout of the shop.

This committee will recommend equipment and textbooks which should be bought.

This committee will correlate the work of the school with that of other agencies within the community.

This committee will support the job placement program.

HEALTH ASSISTANT CRAFT ADVISORY COMMITTEE: ORGANIZATIONAL PROCEDURE

1. Appointment to Craft Committee Membership

The Joint Board shall appoint the members of the Craft Committee to advise it on specific matters pertaining to a particular occupation, or related group of occupations.

Individuals will be nominated by the following:

employers
Community organizations
teachers' recommendations
Joint committee recommendations
recommendations by other members.

Individuals will be considered in respect to:

Experience in the occupational area.
Time to devote to committee work.
Character - showing a strong sense of responsibility, civic mindedness, and willingness to cooperate.

2. Size of the committee

Experience has shown that six to eight members can operate most efficiently.

3. Term of Membership

A regular system of replacement is considered desirable, particularly for members who are habitually absent. The replacement system adds new vigor to a committee, and educates new members with respect to the vocational technical education program of the school.

A one to three year term with staggered replacements seems to work best.

4. There are no finances involved in the organization and operation of the Health Assistant Craft Committee.

5. The rules of operation of the craft committee are defined in each instructor's handbook and are formulated by the school administration.

There should be flexibility however, so that the changing talents of the committee can be utilized.

Appendix C outlines operating procedures for craft committees as laid out in the Teachers Handbook.

6. Reports of Craft Committee meetings are to be formulated by the teacher and forwarded to the administration. Appendix E.

Releases to the news media are prepared by the administrative office staff.

7. Appointments to the craft committee, approved by the Joint Committee, are verified by letter prepared by the office staff.

See Appendix D. Letter of Appointment.

CRAFT COMMITTEE

It is the responsibility of each teacher to foster a working relationship with his respective craft committee. Personal contact with the craft committee chairman and members would foster a better working relationship. Properly utilized craft committees will provide you with valuable assistance in the development and operation of your total program.

OPERATING GUIDELINES FOR CRAFT COMMITTEE ACTIVITY

1. A MINIMUM OF TWO (2) MEETINGS EACH SCHOOL YEAR ARE REQUIRED BY THE DEPARTMENT OF EDUCATION. SPECIAL MEETINGS OR ADDITIONAL MEETINGS ARE ENCOURAGED WHEN SITUATIONS WARRANT.

2. Every effort should be made to establish an ACTIVE MEMBERSHIP. Craft Committee members consistently absent are to be replaced by new members approved by the Joint Committee. Membership should consist of six (6) to eight (8) members and represent a cross section of your occupational field in the Central and Southern Chester County Area.

3. Teachers should notify the Coordinator of Administrative Services of the date and time of scheduled craft committee meetings IN WRITING as soon as the date is established.

4. After the meeting date and time is established with the committee chairman, the instructor will complete a copy of the meeting notice (see P. 76a) including the agenda items and submit to the Coordinator of Administrative Services for processing. The meeting notice is to be submitted at least two (2) weeks in advance of the scheduled meeting date. It is important that agenda items are listed on the meeting notice.

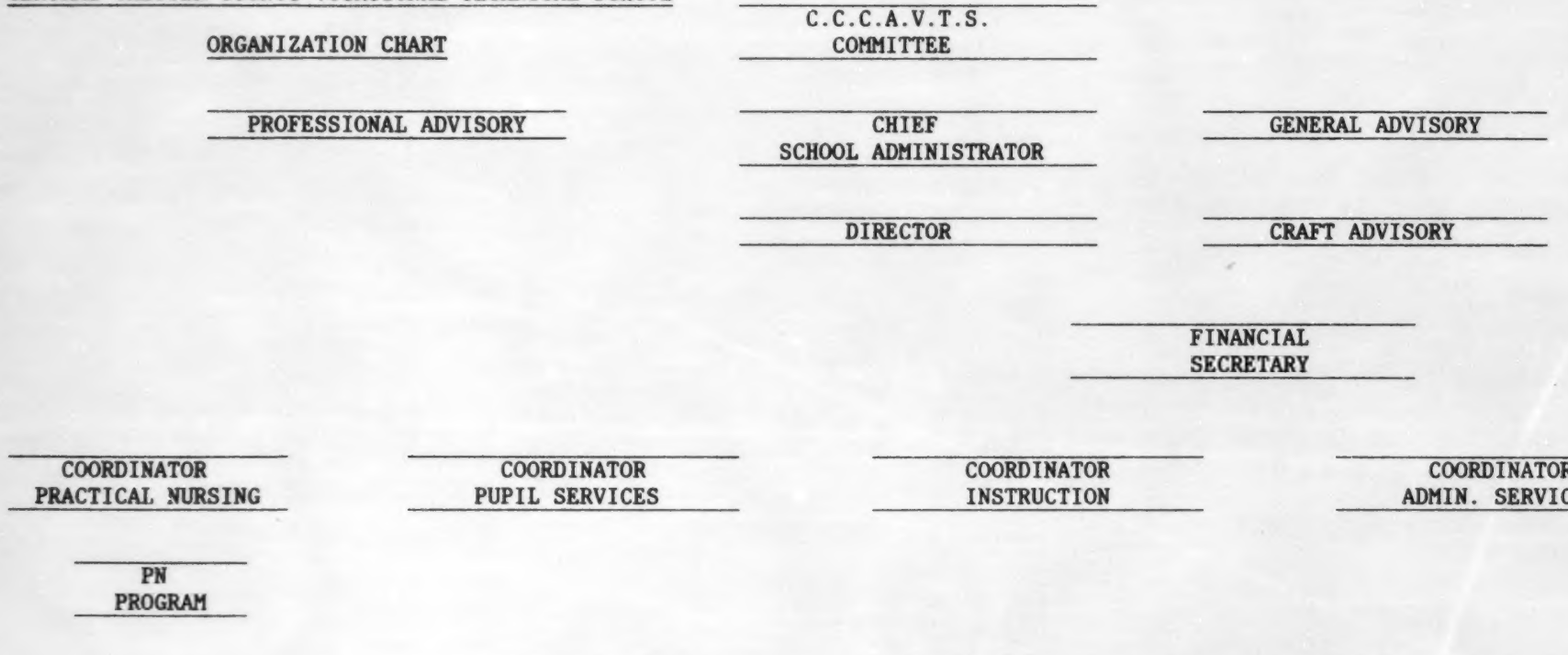
5. Minutes of the meeting are to be recorded and submitted to the office for reproduction. Copies of the minutes will be mailed to the Craft Committee members and distributed to Administration. An attempt should be made to have the Craft Committee secretary perform or assist with this work when possible.

6. See your Coordinator of Administrative Services for assistance in craft committee operations.

7. All teachers will be provided with a current list of craft membership for each school year. Your list for 1975-76 follows on page 76(A).

CENTRAL CHESTER COUNTY VOCATIONAL TECHNICAL SCHOOL

ORGANIZATION CHART



Revised: August 22, 1973

Craft Advisory Committee Operates

It is almost impossible to formulate a set of rules and regulations for the operation of an advisory committee which could serve as a pattern or model for a large area. Each community and each school has special problems to meet and distinctive ways in which these problems must be worked out. Nevertheless, experience with advisory groups has shown that some techniques bring good results and that some generalizations can be made regarding procedures.

A. Chairman

.Elected from committee membership

.Presides at all meetings of the committee

.Coordinates work of the committee with the school personnel

B. Secretary

.Maintains minutes, reports, correspondence, etc.

C. School Representative

.The school's representative will be the Coordinator of Administrative Services. Since this Coordinator will carry some administrative responsibility, and will be involved with the developmental phases of the program, he will frequently be in a position to act directly on the advice of the Committee. Instructors of the respective courses will meet with the craft committees.

Duties of School Representatives (Teachers and Coordinator)

.Usually an ex-officio member of the committee.

.He is present to seek advice - not necessarily to give it.

.Inform the committee members of the philosophy, function, and objectives of vocational-technical education.

.Familiarize the committee with the general operating policies of the State Plan and State and Federal legislation for vocational-technical education.

D. Size of Committee

There is no magic number indicating the size of the committee. Experience has shown that six to eight members can operate most efficiently.

E. Term of Membership

While some schools suggest that membership be for as long as a person is interested in serving, a regular system of replacement is desirable for members consistently absent. A replacement system injects "new blood" and new ideas from time to time and educates an increasing number of people with respect to the vocational-technical education program of the school.

One to three-year terms with a system of staggered replacement seems to work well in most cases for Chairman and Secretary appointments.

F. Meetings

A system of regular meetings will perhaps be necessary during the developmental stages. However, when the program becomes operational, a minimum of two meetings per year is necessary to meet the requirements of the Bureau of Vocational Education Evaluation.

G. Organizational Pattern

A set of basic rules and regulations would tend to emphasize the position of the advisory committee within the overall educational program. It should be understood, however, that emphasis should be placed on informality and flexibility of procedure, so that the changing demands on the talents of the committee can always be met in an atmosphere of friendly cooperation.

APPENDIX D

March 13, 1978

Director, inservice Education,
Oxford Manor, Oxford, PA

Dear

The Joint Committee of the County Vocational Technical School is pleased to inform you of your appointment to the school's Health Assistant Craft Advisory Committee. We wish to thank you for your willingness to serve on this committee.

The terminal objective of the Health Assistant Craft Committee is to maintain and improve the educational opportunities for all in the community who can benefit from the educational programs. Your active attendance and participation in the committee's work can be influential in helping our community to become a better place in which to work and live.

We, as board members who are contributing our efforts, find that there is not enough time to accomplish all the tasks that are necessary in a dynamic school system. Thus, we ask that you share your valuable time with us to offer advice and assistance as an advisory committee member to help ensure that high quality occupational education is available to our community.

In the immediate future, you will be notified as to the time, place, date, and agenda for the first meeting of the committee. You will have an opportunity to meet the other members of the committee, school administration, and instructional staff.

Many thanks for your interest in the school.

Yours very truly,

(School Administration)

APPENDIX E

COUNTY VOCATIONAL TECHNICAL SCHOOL

Meeting Date: _____

Craft Committee: _____

Members Present:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Report of Proceedings:

ESTABLISHED DATE FOR NEXT MEETING: _____

_____

Secretary or Instructor

The meeting of the _____craft advisory committee has been scheduled for _____, _____ at _____.

We are anxious to continue our meetings each year in order to insure a program of instruction that is geared to the needs of business and industry.

Your attendance and continued support is an important factor in assuring our success.

Some of the Agenda items include:

Very truly yours,

County
Vocational Technical School

CRAFT COMMITTEE

It is the responsibility of each teacher to foster a working relationship with his respective craft committee. Personal contact with the craft committee chairman and members would foster a better working relationship. Properly utilized craft committees will provide you with valuable assistance in the development and operation of your total program.

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1. A MINIMUM OF TWO (2) MEETINGS EACH SCHOOL YEAR ARE REQUIRED BY THE DEPARTMENT OF EDUCATION. SPECIAL MEETINGS OR ADDITIONAL MEETINGS ARE ENCOURAGED WHEN SITUATIONS WARRANT.

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3. Teachers should notify the Coordinator of Administrative Services of the date and time of scheduled craft committee meetings IN WRITING as soon as the date is established.

4. After the meeting date and time is established with the committee chairman, the instructor will complete a copy of the meeting notice (see P. 76a) including the agenda items and submit to the Coordinator of Administrative Services for processing. The meeting notice is to be submitted at least two (2) weeks in advance of the scheduled meeting date. It is important that agenda items are listed on the meeting notice.

5. Minutes of the meeting are to be recorded and submitted to the office for reproduction. Copies of the minutes will be mailed to the Craft Committee members and distributed to Administration. An attempt should be made to have the Craft Committee secretary perform or assist with this work when possible.

6. See your Coordinator of Administrative Services for assistance in craft committee operations.

7. All teachers will be provided with a current list of craft membership for each school year. Your list for 1975-76 follows on page 76(A).

TEACHER PERFORMANCE ASSESSMENT FORM

Organize an Occupational Advisory Committee (A-4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box. **NOTE:** Before completing the form, check the box(es) beside the bold-faced stem(s) below which most closely describe the activities completed by the teacher.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
☐ **In organizing an occupational advisory committee, the teacher:**						
☐ **In assessing the procedures followed in organizing an existing committee, the teacher identified any deficiencies by determining whether the organizer had:**						
☐ **In reorganizing an existing committee, the teacher:**						
1. identified the chain of command in the school system or institution	☐	☐	☐	☐	☐	☐
2. determined the procedures to be followed when submitting a request to the board of education or trustees	☐	☐	☐	☐	☐	☐
3. talked with school administrators, teachers, and members of the community to discover the history and status of advisory committees in the school or institution	☐	☐	☐	☐	☐	☐
4. determined what other educational advisory committees exist in the school, community, and state	☐	☐	☐	☐	☐	☐
5. informed the administrator (e.g., dean, principal, department chairperson) that organizing an advisory committee was being considered	☐	☐	☐	☐	☐	☐
6. prepared a written statement of the rationale for having the advisory committee	☐	☐	☐	☐	☐	☐
7. prepared or assisted in the preparation of a written statement of purposes (charter) which meets the following criteria:						
a. the statement is clear and concise	☐	☐	☐	☐	☐	☐
b. the statement gives the name of the committee	☐	☐	☐	☐	☐	☐
c. the statement includes assurances that the committee will not trespass on the board's domain	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
d. the statement defines the purpose and function of the committee	☐	☐	☐	☐	☐	☐
8. prepared or assisted in the preparation of a statement of organizational procedure which meets the following criteria:						
a. the statement is clearly written	☐	☐	☐	☐	☐	☐
b. the statement defines the rules under which members will be selected, the types of individuals who will be nominated, the size of the committee, and the procedure for appointing and replacing members	☐	☐	☐	☐	☐	☐
c. the statement defines the fiscal year of the committee	☐	☐	☐	☐	☐	☐
d. the statement indicates how the committee will be financed	☐	☐	☐	☐	☐	☐
e. the statement defines how the rules of operation of the committee will be established	☐	☐	☐	☐	☐	☐
f. the statement defines the role of the committee in making public announcements	☐	☐	☐	☐	☐	☐
g. the statement defines the responsibility of the committee in making reports to the board of education or board of trustees	☐	☐	☐	☐	☐	☐
h. the statement defines the process whereby the organizational procedures may be changed	☐	☐	☐	☐	☐	☐
9. obtained permission to organize the committee:						
a. submitted, through proper channels, a written request to the school board	☐	☐	☐	☐	☐	☐
b. attached the statements of rationale, purposes, and organizational procedures to the request	☐	☐	☐	☐	☐	☐
10. prepared a suggested letter of appointment and submitted it, through proper channels, to the school administration for approval	☐	☐	☐	☐	☐	☐
11. drafted a news release and submitted it, through proper channels, to the administration for approval	☐	☐	☐	☐	☐	☐
12. made certain that the committee members were officially notified of their appointment prior to releasing the news article	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Feedback Review the assessment of your performance as indicated by your peer(s) on the Resource Persons Assessment Form(s) which you provided.

LEVEL OF PERFORMANCE

All items must receive N/A, Good, or Excellent responses. If any items receives a None, Poor, or Fair response, you will be required to repeat the learning experience.

Optional Activity You may wish to have your Resource Person provide you with additional products and assessment forms for your continued skill development.

LEARNING EXPERIENCE V

Terminal Objective

In an actual school situation, evaluate a product or process type teaching performance to the stated criteria.

Activity

As you conduct your activities as a Resource Person, you will be required to evaluate the teaching performance of a teacher. As you are approaching this point, determine the approximate day you will receive the teaching performance for evaluation. Your Resource Person may require you to schedule this activity a few days in advance. He/She may also want you to submit a written plan of your activities before you evaluate the teaching performance.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe you evaluating a teaching performance.

Your total competency will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, p. 54.

Based upon the criteria specified in the assessment instrument, your Resource Person will determine whether you are competent in evaluating a teaching performance.

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

Evaluate a product or process type teaching performance.

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

When evaluating teaching performance by the stated criteria, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Reviewed the performance criteria.....						
2. Applied each criterion to the product or process being assessed.....						
3. Determined if criterion was met at the level stipulated.....						
4. Recorded assessment results.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the Resource Person trainee and his/her Resource Person should meet to determine what additional activities the trainee needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551